

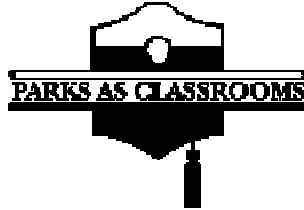


BOOKER T. WASHINGTON NATIONAL MONUMENT

THE MISSION

Booker T. Washington National Monument preserves and protects the birth site and childhood home of Booker T. Washington while interpreting his life experiences and significance in American History as the most powerful African-American between 1895 and 1915. The park provides a resource for public education and a focal point for continuing discussions about the legacies of Booker T. Washington and the evolving context of race in American society.

Booker T. Washington National Monument



MISSION STATEMENT **FOR** **EDUCATIONAL PROGRAMS**

It is the mission of Booker T. Washington National Monument's education program to satisfy the curriculum needs as specified in the Standards of Learning for Virginia Public Schools utilizing the park as a classroom. The programs and activities included in the Educational Guide to Booker T. Washington National Monument are designed to meet these requirements while introducing students to the life of the young slave boy, Booker.

By engaging in pre-visit, on-site, and post-visit activities, students will focus on learning concepts appropriate to their grade level while developing an appreciation for the problems and hardships of the people in Franklin County over a century ago, especially those of African American descent.

The activities included in this guide enable students to investigate, research, and participate in "hands on" learning experiences. They will build a strong foundation in communication skills, research techniques, computer skills, writing, and thinking in terms of multiple points of view. These activities also have cross-curriculum applications.

At Booker T. Washington National Monument, students will learn about the cultural diversity that makes up Franklin County, Virginia. It is the hope of Booker T. Washington National Monument's educational staff that by learning about the past and the life of Booker T. Washington that we can evolve in our understanding of the context of race in our American Society.

Each program content page details how the park can serve as a classroom. It describes unit activities and gives specific objectives for each lesson. Standards of Learning for Virginia Public Schools are stated at the top of each table of contents.

Quilt of Cultures



AMERICA IS A QUILT OF CULTURES

TABLE OF CONTENTS FOR "QUILT OF CULTURES"

Learning Activities for Students Grades 3-4

"Quilt of Cultures" is a unit of activities designed to help students define culture especially in relationship to the African American culture during and after slavery.

Standards of Learning for Virginia Public Schools that are met by a visit to the site and the learning activities.

History and Social Science: 3.2, 3.3, 3.4, 3.7, 4.1, and 4.3

Mathematics: 3.14, 3.21, 3.22, 4.13, and 4.19

English: 3.1, 4.1, 4.3, and 4.9

Pre-Visit Activities

1. Vocabulary
Designed to help students become familiar with the terms used in activities and on their trip.
2. Bulletin Board
After doing research, students will construct a bulletin board that has to do with different cultures.
3. Cultures Game
Students will research different cultures.
4. Graph of Musical Taste
Students will do a survey of the most popular music in your school. Results will be placed on a bar graph.
5. Cultures
Students will immerse themselves in the study of a culture.

Post-Visit Activities

6. Cooking Cornbread
Students will bake cornbread.
7. Cornbread Recipe
8. Banquet of Cultures
Students will collect recipes from cultures around the world and hold a banquet so that others can sample their wares.
9. Identification
Students will identify people and terms brought forth in the program.

10. Sing, Sing, Sing

Students will learn several songs that would have been sung during Booker's boyhood.

11. Quilt Making

Students will make a quilt that shows what they have learned about Booker T. Washington and the slave culture.

PRE-VISIT ACTIVITY

VOCABULARY

Objective: Students will become familiar with terms that they will hear on their trip to Booker T. Washington National Monument.

Subject: Language Arts, Social Studies

Materials: Vocabulary list

Procedure: Use the following list to familiarize students with terms that will be used on their trip.

1. culture: the concepts, habits, skills, arts, instruments, institutions, etc. of a given people in a given period
2. tobacco: large leafed plant used to make cigars and twists for chewing; the cash crop for the Burroughs plantation
3. cash crop: plants that are grown to sell to make money
4. slave: a person who is owned and the property of another person
5. slavery: the institution of ownership of slaves
6. quilt: a blanket made by hand using scraps of cloth; some quilts may tell a story
7. labor intensive: meaning that a particular crop must be worked on in some way most of the year
8. indentured servants: people who have a contract to work for a person for a certain number of years, usually to pay for their voyage to the New World; at the end of the contract these people are free.
9. emancipation: freedom, especially of the slaves in the U.S.
10. planter: the owner or manager of a plantation
11. privilege: a right granted to a person or group of persons that is not enjoyed by others
12. art: the human ability to make things, usually requiring great skill and or creativity.
Art is a part of culture.

PRE-VISIT ACTIVITY

BULLETIN BOARD

Objective: After doing research, students will construct a bulletin board that has to do with different cultures.

Subject: Social Studies, Art

Materials: Books, reference books, internet, construction paper, pens, crayons, scissors, glue, staples, border, bulletin board paper

Procedure:

1. This activity could be approached in one of two ways. The idea is to get across the concept of culture. You could take one event such as Christmas and show how Christmas is celebrated in different cultures. You could also take one particular culture and show the different parts of it such as music, dance, dress, festivals, games, crafts, skills, etc.
2. Have students research an aspect of their culture.
3. Have students make a bulletin board showing their findings.

PRE-VISIT ACTIVITY

CULTURES GAME

Objective: Students will research different cultures.

Subject: Social Studies, Art, research skills

Materials: Books or encyclopedias for research, drawing paper, crayons or drawing pens

Procedure:

1. Have students research different cultures.
2. Instruct each student to select one culture.
3. Find pictures showing historic native dress.
4. Have each student draw the type of clothing from his or her chosen culture.
5. Have students write down on the back of their drawing three interesting facts about their chosen culture and the name of the culture.
6. Now the students will play the cultures game:
 - a. Divide the class into two teams.
 - b. Students will take turns going up front with their drawings, alternating by teams.
 - c. The opposing team will try to guess what culture the dress is from, adding clues if needed.
 - d. Teams will earn points accordingly:
Correct from picture - 10 points
Correct from first clue - 7 points
Correct from second clue - 5 points
Correct from third clue - 3 points
Incorrect - 0 points
 - e. The team with the most points after all drawings are shown will be the winner.

PRE-VISIT ACTIVITY

GRAPH OF MUSICAL TASTE

Objective: Students will do a survey of the most popular music in your school. Results will be placed on a bar graph.

Subject: Math, Social Studies

Materials: Paper, pencil, crayon, pens

Procedure:

1. Students will come up with five categories of music. Examples: alternative, rap, rock, country, rhythm and blues.
2. Students will survey other students within the school to see how these different kinds of music rate.
3. Students should keep an accurate record of how many people were surveyed.
4. Come up with the percentages of votes that each type of music received.
5. Construct a bar graph showing the results.

PRE-VISIT ACTIVITY

CULTURES

Objective: Students will immerse themselves in the study of a culture.

Subject: Art, Music, Social Studies

Materials: Depends on the culture that the teacher and students choose.

Procedure:

1. Prior to coming to Booker T. Washington National Monument, study another culture.
2. It would be a good idea to incorporate this activity into your earlier curriculum.
Example: Native American culture
3. For about a week absorb students in that particular culture studying the art, music, food, dress, festivals, crafts, religion, etc.
4. Divide the class into groups. Give each group a portion of that culture to research.
5. Students will share what they have learned.
6. The culmination activity could be one day when students celebrate the people of that culture by dressing, eating, singing, or making things as the people in their chosen culture would.

POST-VISIT ACTIVITY

COOKING CORNBREAD

Objective: Students will bake cornbread.

Subject: Social Studies, Math, and measurements

Materials: Ingredients and equipment to make cornbread. See attached sheet.

Procedure:

1. Make cornbread. See attached sheet.
2. Discuss slavery and how slaves on the Burroughs plantation mostly had salt pork and cornbread as their staple diet. Point out that Booker's last four years on the plantation were during the Civil War when supplies and food throughout the South became quite scarce.
3. Discuss the fact that most slaves were allowed to have their own gardens and grow their own food. They were also allowed to hunt for game and forage for wild food. However, they had to do these activities on their own time, not the masters.

CORNBREAD RECIPE

INGREDIENTS

Shortening to grease baking pan
¼ cup lard or shortening
1 cup cornmeal
1 cup flour
1 tablespoon baking powder
1 teaspoon sugar
¼ teaspoon salt
1 egg
1 cup milk or buttermilk

EQUIPMENT

8-inch square baking pan
measuring cups and spoons
small saucepan
large mixing bowl
wooden spoon
potholders
toothpick
knife

DIRECTIONS: makes 6 servings

1. Preheat the oven to 425 degrees. Grease the baking pan with shortening and heat it in the oven.
2. Melt the lard or shortening in the saucepan over low heat. Turn off the heat.
3. Measure the cornmeal, flour, baking powder, sugar, and salt into the mixing bowl. Mix well. Add the melted lard or shortening, egg, and milk or buttermilk. Stir to blend the ingredients.
4. Have an adult take the baking pan out of the oven. Pour the batter into the pan and bake for 20 minutes. The cornbread is done when a toothpick inserted in the middle comes out clean.
5. Have an adult remove the cornbread from the oven. Cut it into squares and serve it warm with butter.

POST-VISIT ACTIVITY

BANQUET OF CULTURES

Objective: Students will collect recipes from cultures around the world and hold a banquet so that others can sample their wares.

Subject: Social Studies

Materials: Books, encyclopedias, internet, cooking equipment and ingredients

Procedure:

1. Students will research different cultures concentrating on the type of food in each culture.
2. Students will select a favorite recipe from that culture.
3. At home students will prepare their cultural dish.
4. On banquet day each student will bring in a different dish and share with their classmates.
5. Optional: Students could make the flag of their country to display with their food, or they could come in native dress.

POST-VISIT ACTIVITY

IDENTIFICATION

Objective: Students will identify the people or terms below.

Subject: Social Studies

Materials: List, paper, pencil

Procedure: Identify the following by writing down on a piece of paper who each person is or what each term means.

1. culture: the concepts, habits, skills, arts, instruments, institutions, etc. of a given people in a given period
2. Jamestown: the first permanent English settlement in the New World established in 1607.
3. John Rolfe: resident of Jamestown who introduced tobacco to the colonies. Tobacco became a major cash crop for the Virginia colonies.
4. cash crop: plants that are grown to sell to make a profit
5. slave: a person who is owned and the property of another person
6. indentured servant: a person who has a contract to work for another person for a certain number of years, usually to pay for their voyage to the New World; at the end of the contract, usually 5-7 years, that person is free.
7. James Burroughs: plantation owner; Booker was one of James Burroughs' slaves.
8. Booker T. Washington: born on the Burroughs plantation as a slave in 1856; was valued at \$400; lived on the Burroughs plantation for the first nine years of his life; became a famous educator and founded Tuskegee Institute.

POST-VISIT ACTIVITY

SING, SING, SING

Objective: Students will learn several songs that would have been sung during Booker's slave boyhood.

Subject: Social Studies, Music

Materials: Strong voices, Slave Songs, by Jerry Silverman, Popular Songs of Nineteenth Century America, by Richard Jackson.

Procedure:

1. Select several of the following songs and learn them.
2. Discuss the differences between this music and today's music.
3. Give a recital for another class or have a sing along.

Songs:

"Blue Tailed Fly" or "Jimmy Crack Corn"
"Michael Row the Boat Ashore"
"Follow the Drinking Gourd"
"Wade in the Water"
"Nobody Knows the Trouble I See"
"All the Pretty Little Horses"
"Raise a Ruckus Tonight"
"Aura Lea" (same tune as "Love Me Tender")
"Camptown Races"
"Listen to the Mockingbird"
"Oh My Darling Clementine"
"Pop Goes the Weasel"
"Shew Fly Don't Bother Me"
"There is a Tavern in the Town"
"Wait for the Wagon"

POST-VISIT ACTIVITY

QUILT MAKING

Objective: Students will make a quilt that shows what they have learned about Booker T. Washington and the slave culture.

Subject: Art, Social Studies

Materials: large sheet of paper for body of quilt (paper used to cover bulletin boards), construction paper, glue, drawing pens, crayons

Procedure:

1. Discuss the students' visit to Booker T. Washington National Monument.
2. List on the board the things they remember about Booker T. Washington, and what they learned about slave cultures.
3. List on the board aspects of the student's life showing a part of his/her culture. Compare them to Booker's life.
4. Cut construction paper into squares and give each student one.
5. Each student will illustrate on the square one thing that they learned about Booker or slave culture.
6. Glue squares on the larger paper to complete the quilt.
7. Optional: Make holes on each side of each square and let the students sew them together with yarn.
8. Display your quilt in the classroom or hall.

APPENDIX

Children's Booklist

Amper, Thomas, *Booker T. Washington*. Carolrhoda Books, Inc., Minneapolis, 1998.

Bisson, Terry, *Nat Turner Slave Revolt Leader*. Chelsea House Publishers, NY, 1998.

Bradbury, Marie, *More Than Anything Else*. Orchard Books, NY, 1985.

Collins, James L., *John Brown and the Fight Against Slavery*. The Millbrook Press, Brookfield, Connecticut, 1991.

Elish, Dan, *Harriet Tubman and the Underground Railroad*. The Millbrook Press, Brookfield, Connecticut, 1993.

Hamilton, Virginia, *American Black Folktales*. Alfred A. Knopf, NY, 1985.

Hamilton, Virginia, *Many Thousand Gone: African Americans from Slavery to Freedom*. Alfred A. Knopf, NY, 1993.

Hopkins, Deborah, *Sweet Clara and the Freedom Quilt*. Dragonfly Books, Alfred A. Knopf, NY, 1993.

Jones, J. Jewell, *Chalk Stories of Extraordinary African Americans*. Pieces of Learning, Dayton, Ohio, 1998.

Katz, William Loren, *A History of Multicultural America, The Civil War to the Last Frontier, 1850-1880s*. Raintree Steck-Vaughn, Austin, Texas, 1993.

Levine, Ellen, *If You Traveled on the Underground Railroad*. Scholastic, Inc., NY, 1993.

Patterson, Lillie, *A Discovery Biography: Booker T. Washington Leader of His People*. Chelsea Juniors, NY, 1991.

Roberts, Jack L., *Booker T. Washington Educator and Leader*. The Millbrook Press, Brookfield, Connecticut, 1995.

Schroeder, Alan, *Booker T. Washington Educator and Racial Spokesman*. Chelsea House Publishers, NY, 1992.

Adult Booklist

Harlan, Louis R., *Booker T. Washington, the Wizard of Tuskegee, 1901-1915*. Oxford University Press, 1983.

Harlan, Louis R., *The Making of a Black Leader, 1856-1901*. Oxford University Press, NY, 1972.

King, Wilma, *Stolen Childhood Slave Youth in Nineteenth-Century America*. Indiana University Press, Bloomington, IN, 1995.

Loewen, James W., *Lies My Teacher Told Me*. Simon & Schuster, NY, 1996.

Mackintosh, Barry, *Booker T. Washington An Appreciation of the Man and his Times*. National Park Service, 1972.

Rand, Donna, *Black Books Galore Guide to Great African American Children's Books*. John Wiley & Sons, Inc., NY, 1998.

Washington, Booker T., *Up From Slavery*. Penguin Books, NY, 1986.

The Booker T. Washington Story

Booker T. Washington was born in the spring of 1856 on the tobacco farm belonging to James and Elizabeth Burroughs. His mother, a slave called Jane, was the cook for the farm. His father was thought to have been a local white man.

Booker, his mother, brother and sister lived in a small log cabin. The cabin was not only the family's home, but was also used as the kitchen for the plantation. It had no windows. Openings in the side let in the light...but also the cold winter air. There was no wooden floor. Booker later said that he and his family slept on "a bundle of filthy rags laid upon the dirt floor."

Booker's mother often prayed that one day she and her family would be free. The day of freedom finally came at the end of the Civil War when Booker was nine years old. A Union officer read the Emancipation Proclamation from the front porch of the Burroughs house, and all the people who had been held in slavery, including Jane and her children, were freed.

Booker's mother decided to take her children to Malden, West Virginia, where her husband was working in the salt mines. In Malden, Booker began his education. First, he used a spelling book to learn the alphabet. Later, he was able to go to school--although he still had to work to help support his family. He got up early in the morning to work in the coal mines for five hours before going to school at 9:00 a.m. When school was finished for the day, he went back to the mine again.

Washington heard about Hampton Institute, a school for African Americans. Even though it was in Hampton, Virginia, 500 miles away, Booker was determined to go there. He walked most of the 500 miles to school.

Washington received the education he wanted at Hampton Institute while working as a janitor. After graduating, he returned to Malden to teach others. He paid for his brother to attend Hampton too.

Later, Washington returned to Hampton Institute as a teacher. When a group from Tuskegee, Alabama, wrote to Hampton Institute asking for a teacher to start a school, the principal recommended Booker.

When Washington arrived at Tuskegee, there were no buildings and no students. He decided that students at Tuskegee would learn vocational skills while studying practical subjects. Over the years, students built most of the buildings at the school. Students also grew most of the food served at the school. Today, the school is called Tuskegee University and remains a prestigious Historically Black University.

Washington traveled throughout the country to raise money for the school. He gave many speeches. In 1895, he gave a speech called "The Atlanta Address." This speech made him famous because it encouraged economic progress while not challenging racial segregation, a very controversial subject.

In his later years, Washington became even better known. His autobiography, *Up From Slavery*, was one of 13 books he published. He received an honorary degree from Harvard University. He was an adviser to three Presidents--William McKinley, Theodore Roosevelt, and William Howard Taft.

Dr. Booker T. Washington died in 1915. He is buried on the campus of Tuskegee University in Alabama.

Emancipation Proclamation

Lincoln signed the following official version of the proclamation on January 1, 1863:

Whereas, on the twenty-second day of September,* in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

Now, therefore, I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the city of New Orleans) Mississippi, Alabama, Florida, Georgia,

South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princes, Ann, and Norfolk, including the cities of Norfolk and Portsmouth), and which excepted parts, are for the present, left precisely as if this proclamation were not issued. And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons. And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages. And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service. And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God. In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

*President Lincoln published a preliminary Emancipation Proclamation on September 22, 1862, just five days after the Battle of Antietam.

Educational Guide to Booker T. Washington National Monument



Teacher Evaluation

Your feedback is important to us. Please take a few minutes and complete this evaluation form. Thank you.

Teacher's Name (optional):

School Name (optional):

School Address:

Grade:

1. Overall, was this guide useful to you? Did it enhance your students' visit to Booker T. Washington National Monument? Would you recommend it to another teacher?

2. Which activities did you utilize? Were the activities clear and useful to you?

3. What improvements could be made to the activities? To the educational guide?

4. Any additional comments?

After completing this evaluation form, please turn sheet over, fold, affix postage, and mail. Thank you.